



# The Voice of The

Puerto Rican Educators Association, Inc.



FEBRUARY - 1983

# EL FARO

VOL. III

P.O. Box #9047 • Newark, N.J. 07104

NO. II



Puerto Rican Educators Association, Inc.

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READ AND SUPPORT "EL FARO"

P.O. Box #9047 • Newark, N.J. 07104

IN MEMORY OF JOHNNY COSSIO  
(1939-1982)

DEDICATED EDUCATOR, MEMBER OF P.R.E.A. AND OUTSTANDING  
DIRECTOR OF "ESCUELAS DE BORINQUEÑOS"



We dedicate this issue of El Faro to our beloved Johnny Cossio, a dedicated educator, member of P.R.E.A. for many years, and outstanding promoter of the Puerto Rican culture. Through the folkloric group "Escuelas de Borinqueños", Johnny perpetuated the traditions of the incomparable music and dances of our culture. He devoted his life to the manifestation, development, and maintenance of our traditions in a way that no one else in our community has had the dedication and ability to do. He instilled in our youth the natural desire to live and experience the joy of being "puertorriqueño".

We will never be able to replace what he gave our children. Only he had that unique personality, which enabled him to promote our folklore in Hawaii. We will always remember him.



GRACIAS, JOHNNY - By C. Perez

Fuiste como una escoba bien frondosa;  
pródigo en la sombra de las artes  
folkloricas,  
que aun en tus bellas retumbas  
el alma de un borinqueño honesto.

Tus raíces se chondan a la escuela  
del arte,  
que fue parto de tu vida;  
con tus bombas y tela charreco,  
fundiste un gran canera.

Hay nos queda luchar por mantener  
nuestra cultura,  
como tu luchaste en tu sendero;  
continuar las tradiciones  
del jibaro selecto de nuestro pueblo.

Tu memoria pródigo se nos queda  
como una flor de luz dentro del  
pueblo;  
donde se guarda lo mas que se  
admira,  
tu pródigo esta flor para tu  
pueblo.

Johnny, tu promesa está cumplida,  
de tu jardín de bellas queda el  
recuerdo;  
la esencia de tu humildad y  
gratitud,  
queda siempre en nuestro  
pensamiento.

\*\*\* MESSAGE FROM THE PRESIDENT: MRS. CARMEN PEREZ \*\*\*

The school year is fast sliding by and after eight months directing PCHA, I am more than delighted to say that we are moving in the right direction. We have begun to establish networks with other agencies; we have focused in on professional development, expanded our public relations, and have engaged our efforts in the educational issues affecting the lives of our students.

I am happy to announce that our constitution and by-laws have finally been amended and approved during the December general membership meeting. I'd like to acknowledge Jorge Almeida, chairperson of the committee, and its members for a fine job done working with the constitution. It was a difficult task but some sessions needed clarification for a better functioning of our association.

I would like to express my satisfaction with the support that I have received from the Executive Board and other members at large, but I would also like to mention that some committees are not functioning to the fullest extent. I urge the committee chairpersons to call upon its members to focus on their functioning. We need to be more committed to our duties and responsibilities. One or two persons alone can not carry out the load of work that our organization involves; lets renew our commitment and maintain our sense of responsibility to ourselves, our children, and our community.

We are in the process of finalizing details for our Teacher Recognition Day celebration during the month of May, and the Scholarship Committee is working on the identification of possible awards. Please encourage any high school senior who qualifies to send letters of application to our scholarship committee chairperson, Gloria Ramon.

During our last Board of Directors meeting we formed a Political Action Committee to deal with the issues involved in the Board Elections. We, as educators, have to make an effort in orientating parents and community members to understand the implications of this coming election, and to stress the importance of exercising the right to come out and vote on April 12, 1983.

We have taken a strong position in supporting our friend and educator Hector Ortiz, the only Hispanic member at the Board of Education, who has represented our community for the last two years and who has shown an interest in continue representing us in the future.

I urge as many members as possible to join the Political Action Committee to combine all our efforts to elect our candidate. Contact Benigno Santiago, chairperson of the committee.

We will continue to pursue, with great vigor, the accessibility of educational opportunities to all the children in our school system.

==OL PODER ESTA EN LA FUERZA DE AQUELLOS QUE SE MANTIENEN UNIDOS...  
MAGAMOLLO

NOTA DEL SUPLENENTE DEL 12 DE ABRIL

# Abrumador el respaldo está - recibiendo candidatura de Héctor Ortiz para Junta de Educación



Educadores Proportionalistas rodearon a Ortiz. La plana reunida la Asociación de Educadores Proportionalistas le ha dado su respaldo a la candidatura de Héctor Ortiz para el año 1983. Entre ellos se encuentran: Carmen Pérez, Carlos Espinoza, Lourdes Méndez, Norma Sánchez, Roberto Santiago, Yarela Pineda, Rafael Pérez, Asunción Orendana, Ana Mercedes Almagro y Gladys Ramos.



Ortiz con Gibson. El Alcalde de Newark, Kenneth A. Gibson (izq.), le expresó su apoyo a Héctor Ortiz, a quien quiere para candidato por el momento de la Junta de Educación en las elecciones del 12 de abril.



Ortiz con Adubato. El representante de la A.I.T. (Asociación Italiana de Trabajadores) Steve Adubato quiere a Héctor Ortiz como representante por Newark de la Junta de Educación.

El domingo 20 de febrero de 1983 en el Restaurante Thomas se celebró un desayuno en honor al candidato Héctor Ortiz, quien aspira ser elegido a la Junta de Educación de Newark al día 12 de abril de 1983.

Altas figuras de la comunidad hicieron público su apoyo al candidato. Entre otros, el honorable alcalde de Newark Kenneth A. Gibson, quien expresó el valor de la candidatura de Héctor y prometió su ayuda y respaldo en todos los aspectos posibles. También se distinguió por sus palabras elocuentes, el director ejecutivo del Centro Cultural del Norte, el Dr. Steve Adubato quien le dio un fuerte abrazo a Héctor como símbolo de hermandad representando la comunidad italiana y como era de esperarse, miembros de P.R.S.A. estuvieron presentes ofreciéndole un apoyo total a Héctor Ortiz.

Le deseamos mucho éxito a nuestro amigo y educador, y esperamos que todos los miembros se unan a esta campaña histórica.

RECORDESE IR A VOTAR POR HÉCTOR ORTIZ....EL

AL 12 DE ABRIL DE 1983!

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## ARE WE THE "BILINGUAL/DISADVANTAGED"?

By: Miles Cubero

Most of us that speak two languages consider ourselves extremely fortunate. After all, we are able to function in two different worlds, appreciate two different cultures.

It was not too long ago, the early 1960's as a matter of fact, that speaking a language other than English was considered a deficit, a fault in us that had to be corrected. Because of our linguistic differences it was believed that we could not score as high as our English-speaking peers on standard measures of intelligence and it was assumed that we were cognitively deficient in some way. Bilingual programs were viewed as compensatory or remedial in nature because they had to help us to overcome our language deficiencies. This is an image that we are still struggling to overcome.

Bilingual education programs, as run in the State of New Jersey, are transitional in nature, not compensatory in nature. Instruction in the content areas is initiated in the students' dominant language and as skills are developed in the native language, they are incrementally transferred to English. The program enables those of us, who are limited English proficient, to receive comprehensible instruction in the content areas while we learn English. It enables us to keep pace with our English-speaking peers. It secures our right to progress in our educational endeavors to our utmost ability, our right to feel proud of who we are and the language we speak.

Recently, the New Jersey Department of Education has taken one giant step back to the 1960's. The Bureau of Bilingual Education has been combined with the Chapter 1 and State Compensatory Education Offices to form the Office of Bilingual/Disadvantaged in the Division of Special Needs. The fact that our first language is not English does not mean that we are automatically disadvantaged; nor does it mean that our linguistic differences should be considered a special need. Combining these two offices under such a title demonstrates a lack of a clear understanding of the bilingual education program. It leads all to believe that bilingualism in today's society is less than desirable, something to be associated with poverty and cultural deprivation.

Why should we protest such a change at the New Jersey Department of Education? As the state goes, so go the local school districts. Such a philosophy at the state level bolstered by the obvious lack of support at the federal level will eventually affect bilingual

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"Bilingual/Bisadvantage?"

education program throughout New Jersey. Do we want programs that benefit our children to suffer? We do, if we do not write to Mr. Seal Cooperman, Commissioner of Education, expressing our concern. We do it if we sit back apathetically and let our fellow men deal with our problems.



**DIA DEL MAESTRO**

**PROXIMA ACTIVIDAD**  
**COMIDA-BAILE para celebrar el**  
**"DIA DEL MAESTRO"**

**CUANDO ? VIERNES 3 DE JUNIO DE 1983**  
**DONDE ? RESTAURANTE DON PEPES**  
**HORA ? 7:00 P.M. 'TIL ???**

**PRICE . \$30.00**

**PRO-SCHOLARSHIP FUND**

**For information.. contact Carmen Figueroa-Social Committee**  
**Gloria Ramos-Scholarship Committee**

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## "HOW TO MOTIVATE A RELUCTANT READER"

Many teachers often ask how they can motivate their children to read. They claim this is a difficult task in the classrooms and many parents ask the same question when the teacher recommends that children should practice reading at home. It has been suggested that turning off the T.V. and sitting with the child to share a book together can be one way to motivating a reluctant reader.

The influence and spinoffs of reading aloud to a child (or the child reading to the adult), have been underestimated. Also, reading aloud to a child has often been abandoned much too early in the development of our children.

"The Read-Aloud Handbook" by James Trelease states very clearly and loudly, the key elements to teaching children a love for reading. It is a list of dos and don'ts for reading aloud and also gives you a bibliography of excellent literature for children in all elementary grades. To give you an idea of the thrust of this book, here are some excerpts from "The Read-Aloud Handbook":

1. How does one begin to instill in children the desire to read?

Before a child can have an interest in reading, he must first have an awareness of it. The child who is aware of the riches of literature certainly can have no desire for them.

2. Literature is considered such an important medium because.... more than television, more than film, more than art or filmstrip projects.....it brings us closer to the human heart. And of the two forms of literature (fiction and non-fiction), the one that brings us closest and presents the meaning of life most clearly to the child is fiction.

3. Reading aloud to children stimulates their interest, their emotional development and their imagination. There is an area that is stimulated by reading aloud, and it is particularly vital in today's world. It is the child's language. We have seen children's sponge-like reaction to television commercials. They continue this imitative behavior with words until their language peaks at around age 13. They will speak the language primarily as they have heard it spoken.

4. Now, if the child hears the English language only as it is spoken by Archie Bunker, Lawrence Sanders, or Fonzie, then he has no alternative but to model his own speech after theirs. The danger with such modeling is that it is very different from the English language a student is asked to read, write and speak in school or in the business world. A large portion of television's language is "street talk"---jargon and slang. It is poorly constructed and imprecise.

5. Literature's words -- as opposed to those of the electronic media -- offer a wealth of language for children to use. And because good



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### "The reluctant reader"

Literature is precise, intelligent, colorful, sensitive and rich in meaning. It offers the child his best hope of expressing what he/she feels.

As parents and teachers of children in the electronic age we can remember that in our childhood years, television and radio did not occupy much or any of our leisure time. Today the activity of reading has tremendous competition. We as teachers and parents need to be aware of this competition, set more limits on TV viewing and be participants and models of reading if we wish to motivate our reluctant readers.



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### HOMEWORK CENTERS

Srs. Nancy Rivera

In an effort to help our students to achieve excellence, the Executive Superintendent of Schools, Dr. Columbus Bailey, has proposed and encouraged elementary school principals to set-up "Homework Centers". Administrators, teachers and community members give of their time and efforts on Tuesdays and Thursdays from 3 to 4 P.M. to the school of their choice.

The Homework Centers provide the students of Newark with the space, time, and help they need to complete their home assignments. The atmosphere in the centers, although structured, is more relaxed and informal than that of the classroom. The volunteers help the students with their homework, and provide some instructional assistance to those students who reveal deficiencies in math and reading skills.

At some schools, members of PBA are presently engaged in helping the Homework Centers. At Franklin School we have recruited high schools students from Barringer who are working with the little ones and doing an excellent job. We take this opportunity to recognize their efforts; they are

Sofia Rivera  
Edwin Flores  
John Lopez  
Alex Macias

Glenda Santiago  
Juan Carlos Villalga  
Doriqua Pizano  
Athen Sade

If you wish to contribute a couple of hours each week, there are many Homework Centers throughout the City that will welcome your help.

Some of the Centers in the Northward are at:

Franklin School - 42 Park Avenue  
Mr. Charles Mitchell, principal

Dr. William Horton School - 291 No. 7th St.  
Mr. Charles Simmons, principal

Roberto Clemente School - 257 Sumner Ave.  
Mr. Fidiberto Soto, principal

.....JOIN US! .....WE LOVE SUCCESS!

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.....During the month of January, Roberto Clemente School dedicated a week to honor the memory of our great hero, Roberto Clemente. Many educational activities took place in the classrooms. The school had a poster contest based on the accomplishments of his life. Children expressed their admiration for his outstanding in baseball and his contributions to the entire world. Many of the posters involved symbols of patriotism, including pictures of El Morro and the Puerto Rican flag. The winners were:

- First Prize: John Alondra - Grade 5  
Mr. Edwin Arecho's class
- Second Prize: Angel Claudio - Grade 3  
Ms. Caroline Cook's class
- Third Prize: Jacqueline Leal - Grade 1  
Ms. Emma Seales' class

CONGRATULATIONS TO THE WINNERS AND THEIR TEACHERS!!!

- .....Our most sincere condolences are sent to Maria S. Aviles for the loss of her father, Don Maximino Lallés. We share in your sorrow.
- .....Silberto Collin, our corresponding secretary, is at home recuperating from injuries received during a car accident. We miss him very much and hope that he will regain his health quickly.

.....April 21-23 - The State Wide Bilingual Conference, "Bilingual Education: Alternatives for Continued Success", will be held at Beauville Hotel in Atlantic City, N.J. For information, please call the Bureau of Bilingual Education in Trenton (609) 392-3777.

.....Newark has designated the month of March as Bilingual Education Month. During the week of March 21 to March 25, the Bilingual Dept. has a series of activities to highlight our bilingual program. Let's encourage all parents to visit our schools during this week and to actively participate in the activities planned.

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**DID YOU KNOW?**

.....The Newark Chapter I Project Coordinators Association will hold its Third Annual Binker Bence on March 26, 1983, at the Atrium-New Courant, West Orange, N.J. Two members of the Chapter I family will be honored at this affair. This year's honorees are Mr. Charles Rabray, community consultant, and Ms. Gloria del Toro, Chapter I P.E.P. Administrator and member of P.E.P.A. Congratulations, Gloria!

.....Rutgers University is sponsoring a National Conference on Images and Identities: The Puerto Rican in Literature. This will take place on April 7, 8, and 9, 1983. It will feature many distinguished guests speaking on a variety of subjects dealing with Puerto Ricans' bilingualism and biculturalism. For information call Dr. Asela Rodriguez, Dept. of Foreign Languages (201) 848-5894. Don't miss this interesting conference!

**I know I'm  
SOMEBODY**



**'cause GOD  
don't make no junk!**



SOLICITUD

Puerto Rican Educators  
Association, Inc.  
P.O. Box 2047  
Newark, New Jersey 07102-8

Fecha

Date \_\_\_\_\_

Nombre

Name \_\_\_\_\_

Dirección donde vive

Home address \_\_\_\_\_

Teléfono

Telephone \_\_\_\_\_

Educación - Educación

Grade

Course \_\_\_\_\_

Grado o Colegio

College \_\_\_\_\_

Asociaciones a las pertenece

Associations \_\_\_\_\_

Estado Civil

Marital Status \_\_\_\_\_

Lugar de Empleo

Place of Employment \_\_\_\_\_

Dirección

Address \_\_\_\_\_

Teléfono

Telephone \_\_\_\_\_

Posición que ocupa

Position held \_\_\_\_\_

Responde en los objetivos de P.R.E.A., ¿en cuáles te interesa participar y cómo crees  
que se pueden lograr esos objetivos?